

New Jersey Mentoring for Quality Induction: A Toolkit for Program Development

APPENDIX I: GLOSSARY

Alternate route (CE): an alternate certification process that permits qualified individuals lacking education credentials to earn them in the public schools under a mentoring program and to become licensed teachers. It allows talented people to enter teaching after they have worked in other careers.

Certificate of Eligibility (CE): issued to alternate route candidates who have not completed a state-approved teacher education program in a college or university.

Certificate of Eligibility with Advanced Standing (CEAS): issued to all graduates of state-approved teacher education programs.

Collaborative groups: educators working together to inquire into practice and reflect upon that practice with the goal of improving teaching techniques and strategies and enhancing student achievement of the CCCS.

Core Curriculum Content Standards (CCCS): the educational expectations for what students should know and be able to do upon completion of a thirteen-year education in nine academic areas which the New Jersey State Board of Education adopted in 1996 and revised in 2004.

County superintendent: the county superintendent of schools represents the New Jersey Department of Education and is responsible for certifying receipt of approved local district mentoring plans to the commissioner.

District board of education: provider of publicly-funded preschool, elementary, secondary, and adult high school education programs and responsible for approving the local mentoring plan and for reporting the results of ongoing mentor program evaluation.

E-mentoring: use of electronic communication to support relationships, learning, and networking opportunities for the mentor and the novice teacher.

Evaluation questions: questions developed based on program goals to guide the design of the evaluation of a program.

Formative assessment between mentor and novice teacher: a collaborative, confidential process between a mentor and novice teacher focused on the New Jersey Professional Standards for Teachers and used to accelerate competency in classroom instruction that will enhance student learning.

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Formative evaluation: a formal evaluation procedure conducted at 10 weeks and 20 weeks by a certified administrator during the provisional year, which must be submitted to the Provisional Teacher Program in the Department of Education.

Impact evaluation: also known as summative evaluation; is used to determine the results of a program (*i.e.*, Did the program accomplish its goals?).

Implementation evaluation: also known as formative evaluation; is an ongoing assessment used to determine if a program is being implemented as planned and to make ongoing improvements (*i.e.*, To what extent has the program been implemented as planned?).

Induction: transition into the teaching profession, which includes mentoring for the novice teacher as well as training and support for the mentors.

Job-embedded professional development: professional development that is rooted in the context of an educator's daily job and that evolved from the specific roles and responsibilities of that educator. Job-embedded opportunities take place within the context of a teacher's regular job responsibilities. These opportunities occur as colleagues work together and reflect on research, evaluate current practice, share information, and develop strategies for change in classroom practice.

KASAB: changes in knowledge, attitudes, skills, aspirations, and behaviors.

Local mentoring plan: a plan developed by the LPDC that specifies the mentoring program components, aligned with the New Jersey Professional Standards for Teachers that will be implemented as the district's mentoring program for novice teachers.

Local Professional Development Committee (LPDC): the local committee established by the district board of education pursuant to *N.J.A.C. 6A:9-15.3(d)* assigned to plan and implement local district professional development programs, including the mentoring for quality induction program.

Logic model: the resources, activities, initial outcomes, intermediate outcomes, and intended results, which are the components used to develop a program evaluation.

Mentor: an experienced teacher who has been through a selection process based on competencies and has been trained in specific skills to provide support and guidance to a novice teacher.

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Mentoring: an action, as part of the complex process of induction, where mentors provide ongoing support and guidance to novice teachers as they transition into the teaching profession.

Needs assessment: a systematic determination of the specific learning, programmatic, or development needs of students, classrooms and professionals using various formal and informal strategies to elicit perceptions and to collect, analyze, and interpret data that will help determine a future course of action.

Novice teacher: any full-time or part-time teacher who has not completed one year of full-time teaching under a standard state teaching certificate.

Professional development/staff development: the process by which educators update their knowledge, refine their skills, inquire into and reflect upon practice, and develop new methods and strategies.

Professional Standards for Teachers: the knowledge, skills, and dispositions that all new teachers must acquire and describes what all teachers should know and be able to do.

Program evaluation: systematic process of collecting, analyzing, and interpreting data gathered from multiple sources to make decisions about a program.

Provisional certificate: a two-year certificate issued to candidates who have met the requirements for initial employment and are employed as part of a state-approved district training program or residency leading to standard certification.

Provisional Teacher Program: the school-based training and evaluation program provided to all novice teachers during the first year of teaching in New Jersey.

Provisional teaching year: a year of full-time teaching required of all novice teachers under provisional certification before they can be approved for standard teacher certification.

Quality Assurance Annual Report (QAAR): an annual report submitted to the Department of Education by the district board of education which includes a report on the effectiveness of implementation of the local mentoring plan. (*N.J.A.C. 6A:9-8.4(b) 4*)

Qualitative data: data expressed in words; collected by interviews, observations, document analysis, or open-ended questions on surveys.

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Quantitative data: data expressed in numbers and analyzed statistically; collected from frequency counts, surveys, or test scores.

Results-driven: professional development activities that begin with the end in mind, driven by the enhanced student learning outcomes educators would like to see students demonstrate at the end of their learning experiences.

Rubric: a set of prescriptive categories by which a program may be evaluated.

School leader: an administrator whose position requires possession of a school administrator, principal, or supervisor endorsement.

Stakeholders: all those involved directly and peripherally in the education process including students, teachers, administrators, parents, school board members, those working in higher education institutions who prepare teachers, business, and community members.

State regulations for mentoring: requirements established in New Jersey code that require districts to implement a rigorous one-year mentoring program for all novice teachers.

Summative evaluation: a formal evaluation procedure conducted at 30 weeks by a certified administrator during the provisional year, which must be submitted to the Provisional Teacher Program in the Department of Education.

Traditional route (CEAS): approved collegiate teacher preparation program.